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ABSTRACT

This guide book was developed for use by school staff, parents, and students. It outlines strategies and test-taking skills which may be taught in the classroom. The guide provides sample instruments to determine what students know about test taking, and practice tests at the elementary and secondary level. Time management hints for test takers are also included. Students should be fully informed about the features of the test, reasons for its administration, and scoring procedures. Physical and emotional readiness will reduce a student's test anxiety. Students should receive instruction in problem solving strategies and recognition of various test formats. (DWH)

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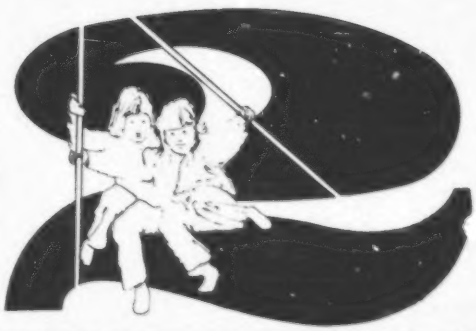

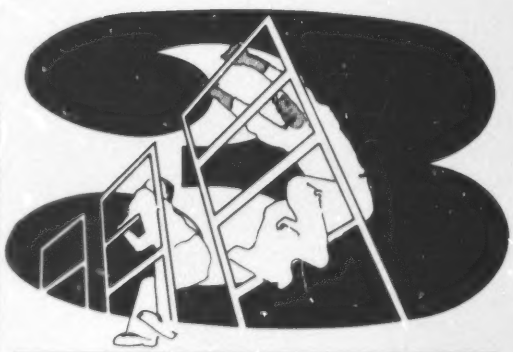

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All materials in this publication may be duplicated.

Introduction

Students at all grade levels can be taught strategies and given tips that will help them perform better on tests. In fact, educators statewide have asked Michigan Department of Education (MDE) staff for information on teaching students test-taking skills, especially in connection with the Michigan Educational Assessment Program (MEAP).

This Guide is a response to those requests but contains information that can be used for all tests, not just the MEAP tests. It discusses appropriate activities for staff in preparing students to be better test-takers. The expectation is that student scores will improve because students will know **how to take tests.**

Development of the Guide was a cooperative project of a small group of educators and MDE staff who reviewed available materials, decided on content and reviewed the Guide before printing. Group members were:

Christine Chamis, Flint City School District
Bernard Gucwa, Macomb Intermediate School District
Grace Iverson, Lansing Public School District
Paul Jolly, Holt Public Schools
Natalie Koshey, Roseville Community Schools
Barbara Lahti, Southfield Public School District

The Guide has something for almost everyone--students, parents and school staff. For example, there's a "tip sheet" that can be copied and given to students. There's even one for parents! There are tips to help staff prepare for test administration and much more.

Staff should read the Guide in its entirety before using it with students. They may wish to modify some material to suit the age of their students; or they may want to use only selected parts of the material presented.

Pages 15 through 33 contain additional materials providing more depth on some points. The most important of these are the practice tests. Staff should review the additional materials after reading the Guide and then decide which materials will best help **prepare their students for test-taking.**

Selected resource materials are referenced in the Guide. These citations are neither an endorsement of these particular materials by the MDE nor a judgment of their quality. However, many of the ideas presented in the Guide came from documents developed and used by the Detroit Public Schools,[1] or the State of Florida Assessment Program.[2] If you know of other materials appropriate for inclusion in the Guide, please write:

Michigan Educational Assessment Program
Michigan Department of Education
P. O. Box 30008
Lansing, Michigan 48909

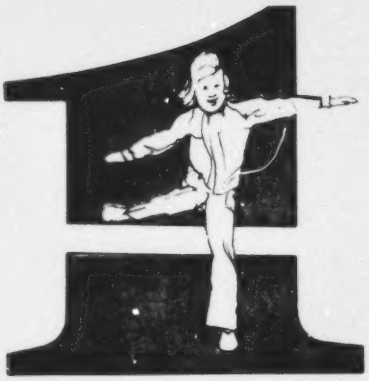
The list of resources can then be expanded for the next printing.

Special thanks to the Macomb Intermediate General Education Department and Communication Services Department for production assistance.

We hope you find this Guide useful. Your comments and reactions would be welcome!

[1] Hedgepeth, Aaron. How to Play the Test-Taking Game...and Win! Office of Research, Planning and Evaluation, Detroit Public Schools, Detroit, MI 48204.

[2] Hills, John R. Flexing Your Test Muscles: a guide to developing test-taking skills. College of Education, Florida State University, Tallahassee, Florida. c. 1980.



One for the money

What do students already know?

Students come to a testing situation with varying amounts of test-taking skills and different levels of test anxiety. Students in the lower grades may not yet be "test wise" and high school students may even lack important skills which lead to a feeling of confidence when taking a test. If, before using this Guide with students, you want to find out what they already know about test-taking, give them the quiz on page 15. The quiz covers the main ideas in the Guide and can help you determine what areas to stress and what to omit in preparing students for test-taking. It will also show students what they don't know and may motivate them to pay closer attention as you cover these materials. You may need to read the questions to very young students.

Relieving student fears

Fear of the unknown is one of the most common types of fears. Much of the fear or anxiety students experience when faced with a test can be relieved when they know what the test is like. Using a practice test will acquaint students with the style and format of the test. Many test publishers offer a pretest or sample test with their testing materials. If possible, purchase the sample and use it with your students. A sample test is well worth the time it takes to give and the money invested!

Several test features should be clearly explained to students. Students should be told:

- how directions are presented;
- how answers are recorded (directly in the test booklet or on a separate answer sheet); and,
- how the test is timed.

Because time can be an obstacle in testing situations, students need to know how to manage their time when taking timed tests. Share time management points with students before the test. Having students write them out may help students remember them.

Time Management Reminders for the Student

- ☐ Before the test starts, sharpen your pencil and go to the rest room.
- ☐ Be sure you understand the directions before testing begins.
- ☐ Note the time allowed for each section of the test.
- ☐ Keep track of the time and pace yourself.
- ☐ If the test goes from easy to hard, spend more time on the harder questions.
- ☐ If the test is long, answer the easy questions first then do the harder ones.
- ☐ Use any leftover time to double-check your work.
- ☐ Don't "give up." Use all the time allowed to do the best you can.

Juggling all the pieces

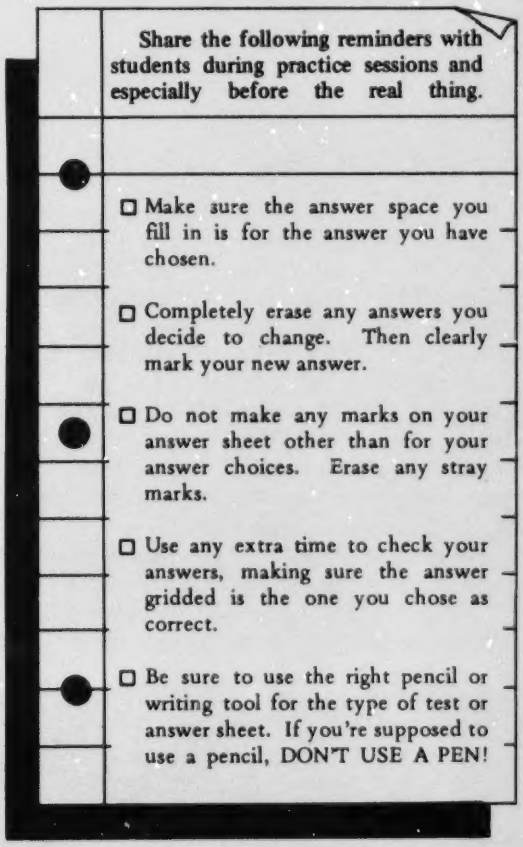
Some tests require students to mark their answers in test booklets rather than on separate answer sheets. The mechanics of doing this will vary from test to test and need to be carefully explained. For younger students, consider providing teacher-made exercises formatted in a style similar to the test so that students can practice the marking method required.

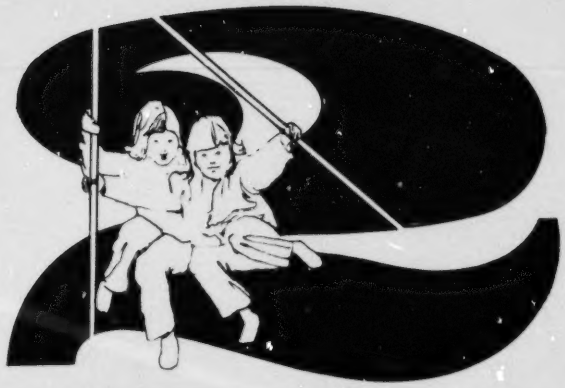
Other tests make use of test booklets and separate answer sheets. Some students have difficulty handling all of these papers at once. Right-handed students should fold their test booklet to the appropriate page and then place it on the left side of the desk with the answer sheet angled comfortably on the right side of the desk. This arrangement is reversed for left-handed students. Practicing with magazines that are "test size" may help.

Several other tips about separate answer sheets should be passed on to the students. Students must be careful when working problems on scratch paper or in the test booklet; they may forget to transfer their answer or they may mark their answer in the wrong row or column of the answer sheet. To avoid these errors, teach students to compare the number of every fifth test question with the number of the answer space they plan to use; the numbers should be the same. Also, if the answer sheet contains several columns of answer spaces, tell students to cover the columns already used. The answer sheet can be slid under the test booklet. To give students the opportunity to become skilled in these mechanics of test-taking, practice tests and practice answer sheets are very useful. (See Section "Four to Go" and page 18.)

Everything in its place

Students may also need to be reminded of the mechanics of gridding answer sheets. Although students should answer each test question in sequence, sometimes test directions encourage students to skip questions they can't answer immediately and return to them later if time permits. When giving students a sample test or a practice test, have them skip some questions, then come back and answer the skipped questions. This will help them learn to grid accurately. Another way to help them grid correctly is to make a transparency of an answer sheet and fill in the identification information on an overhead projector. This demonstration will make the art of gridding very clear to your students.


Share the following reminders with students during practice sessions and especially before the real thing.
Make sure the answer space you fill in is for the answer you have chosen.
Completely erase any answers you decide to change. Then clearly mark your new answer.
Do not make any marks on your answer sheet other than for your answer choices. Erase any stray marks.
Use any extra time to check your answers, making sure the answer gridded is the one you chose as correct.
Be sure to use the right pencil or writing tool for the type of test or answer sheet. If you're supposed to use a pencil, DON'T USE A PEN!



Two for the show

What is the test like?

All tests have some special features that students should know about in advance. The more details students know about the test, the better they will be able to deal with it. As a minimum, students should know the what, why and the how of the test.

- **What** is it? A strictly-timed, standardized test in reading, such as the California Achievement Test or the Iowa Test of Basic Skills? A loosely-timed, teacher-made test in history or spelling or geometry? An untimed standardized test in math and reading, such as the state assessment?
- **Why** is it given? To find out how students compare with one another locally? Nationally? For college entrance? For a grade in a class? To find out which specific skills each student has learned?
- **How** is it scored? How are the results used? How will students find out their scores?

Other questions students should have answers to before taking the test include:

- ☐ Where and when will the test be given?
- ☐ Will the test administrator answer questions during testing?
- ☐ Can students go back and work on previous sections of the test if they finish a section early?
- ☐ Should students guess on questions they do not know?
- ☐ What should students do when they finish but others are still working?
- ☐ Who will help students understand the results once the test is scored?

Physical readiness

In addition to knowing something about the test itself, students need to know how to prepare physically and emotionally to take the test. The two most important physical preparations to discuss with students involve sleep and food.

- The night before the test, students should have at least eight hours of sleep.
- The day of the test, students should have proper nourishment: breakfast is a must before a morning test as is lunch before an afternoon test.
- Students should wear something comfortable but also appropriate for the temperature of the room where testing will be done.

Emotional readiness

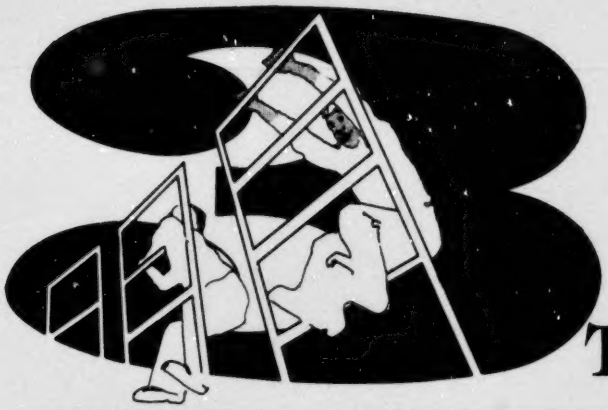
On the emotional level, a student's performance on the test is often adversely affected by lack of self-confidence, lack of motivation and test anxiety. Frequent, positive statements by teachers during regular class sessions can enhance students' overall self-confidence. At test time, encouragement to students and positive statements about their abilities by the test giver can promote feelings of self-confidence.

Motivating students, or helping them to motivate themselves, is also important. Help students get in the right frame of mind by:

- removing the threat aspect of testing;
- emphasizing that the test is a chance for them to show how much they know, to show how good they are; and,
- reminding them that they really have to try hard in order to do the job well.

It's unlikely that any of us ever overcomes the anxious feelings that accompany the thought of taking a test: being afraid of forgetting everything we know; feeling that everyone else knows more than we do; or simply fearing failure. Students should be told that they are not alone when feeling this way—some amount of test anxiety is normal, expected and even desirable. However, the intensity with which these things are felt varies from person to person. For example, some students may experience real physical illness when confronted by a test; most, though, do not react that severely. Some suggested ways of dealing with excessive anxiety include group discussions, positive thinking techniques and relaxation practices.

And another thing... Creating contests or making awards of a material nature based on test performance are not recommended ways of motivating students because the losers suffer doubly: they have the lowest score and they don't get the "reward." Besides, the additional "incentives" can increase everyone's test anxiety level.



Three to get ready

What's the answer?

Students can often improve their performance on tests if they know how to use problem-solving strategies such as:

- estimating the answer;
- working a problem backward;
- working a problem twice; and,
- making an educated guess.

Although these strategies are no substitute for knowledge, they can help even top students who sometimes get stuck on a tough question.

Estimating the answer is a useful tool, especially for math problems. Estimating requires that students try to figure out what a reasonable answer would be before doing any computation. For example, students might ask themselves whether the right answer should be larger or smaller than any number in the problem. The answer to this question could narrow down the sensible answer choices to only one or two possibilities. In this way, students can avoid the common errors that lead to the incorrect choices. Estimation can also be used for problems with complex numbers.

Example of Estimation

Suppose the problem required multiplying 333 by 19.

333 x 19 = _____

To estimate the answer, the student would simplify these numbers to 300 and 20 then multiply:

$$\begin{array}{r} 300 \\ \times 20 \\ \hline 6000 \end{array}$$

The product tells the student that the answer to the original problem is around 6000.

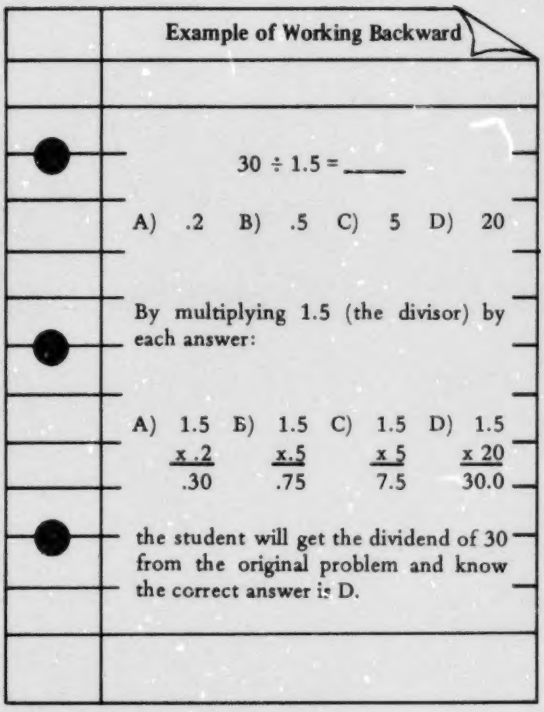
Working a problem backward is another helpful technique for math tests. This can work one of two ways:

- to verify that the calculated answer is indeed correct
- to identify the correct answer when it seems not to be among the choices

See the example to the right...

It is possible the student has worked this problem several times and gets 2 as an answer each time and 2 is not one of the answer choices.

The student would work the problem backward until the process yielded 30 as it does with D. The student thus finds the correct answer among the choices and overcomes the error in the original process of not moving the dividend's decimal point. It is worth noting that the same technique works when answer choices are not given. (In the example provided, the student would multiply the original answer of 2 by 1.5 and get an answer of 3, not 30. The student would then know to rework the problem.)

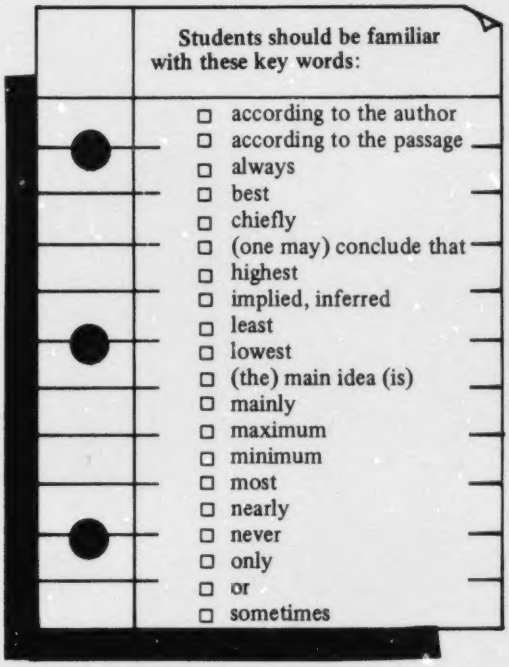

Example of Working Backward
30 ÷ 1.5 = ____
A) .2 B) .5 C) 5 D) 20
By multiplying 1.5 (the divisor) by each answer:
A) 1.5 x .2 = .30
B) 1.5 x .5 = .75
C) 1.5 x 5 = 7.5
D) 1.5 x 20 = 30.0
the student will get the dividend of 30 from the original problem and know the correct answer is D.

Working the problem twice doesn't mean to go back over the processes and calculations; it means rework the problem from the beginning on a separate piece of paper, time permitting. Simple arithmetic errors, so easily made, are found when the two answers don't agree. This process is especially useful when a problem has several steps to it or when students are expected to provide an answer with no choices given.

Making an educated guess involves reading each answer choice carefully and eliminating the ones that are obviously wrong. From those that are left, the student should guess which one is the correct answer. For example, if there are four choices and the student doesn't know which one is right but can eliminate two as clearly wrong, the student has improved the odds of guessing correctly from 1 in 4, to 1 in 2. For most tests, if students aren't sure of the answer, they should be encouraged to guess.

Recognizing key words

In all types of tests, key words or phrases are used as part of the question or the directions. For students to recognize these words and to know their meaning is at least half the battle. A few examples of key words and phrases are provided. The meaning of these words as used in tests is their common dictionary definition. Be sure your students are familiar with these words. The exercise on page 33 will help students think about some other key words found in test questions.



Reading passages

Students facing a reading test need to have certain procedural questions answered.

Question: How fast should I read the story?
Answer: Read quickly, but no faster than your normal speed. Don't spend time worrying about how fast you're reading or you'll waste valuable time.

Question: Should I read the questions before I read the story?
Answer: No. (This requires a proficiency that not too many students have.)

Question: Should I read the story more than once?
Answer: An entire second reading should not be necessary, but go back as necessary to locate key words or phrases that will verify your answer.

Question: Should I underline as I read?
Answer: No, underlining will slow you down.

Multiple-choice tests

Since most standardized tests are multiple-choice, students should know the techniques of taking this type of test. The following pointers, included as tips in the "Students, take note" sheet, are presented here so you may go over them with students, expanding the concepts as necessary. An exercise that applies these concepts is given on page 32. This particular exercise is best suited for high school students and may be too difficult for younger students. However, using the same principles, you could develop an exercise for younger students.

Remind students of these test-taking tips prior to taking multiple-choice tests:

- ☐ Understand the question; read it several times, if necessary.
- ☐ Read all of the possible answers--don't choose the first reasonable one.
- ☐ Often some of the answer choices are obviously wrong. Forget about those right away and don't think of them again.
- ☐ Often the incorrect answers are partly correct. Choose the BEST answer.
- ☐ If you're not sure of an answer, try to remember things you've learned that might have a bearing on the question. Sometimes the things you think of will help you recognize the right answer.
- ☐ When you just don't know the answer and can't even guess, skip that question for now (in the test AND on your answer sheet) and go ahead with the test. Sometimes the answer will come to you as you are thinking of something else.
- ☐ If you have time when you get to the end of the test, go back to the questions you didn't answer and make an educated guess. You might be right!

Open-ended tests

The kind of test that asks students to write out their answers is referred to as open-ended. The two common types are essay and short answer. An essay test expects paragraphs in response, while short answer requires a couple of sentences. For students to do well on an open-ended test, they must understand what they're supposed to do such as explain, compare, describe and analyze.

Students should be encouraged to:

- think through their answers before beginning to write;
- jot down key points or make a brief outline as they think over their responses; and,
- rearrange ideas so they are in order and make sense.

Other kinds of tests

Fill in the blank

tests are sometimes called "completion" tests and require students to supply the word or phrase that has been left out of a statement.

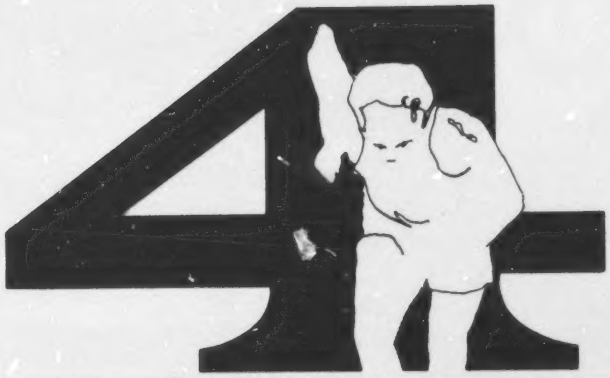
Matching

tests require students to pair items on one list with items on another list--for instance, matching people's names with their accomplishments, words with their definitions, mathematic expressions with their answers, etc. Students should first match the items they are most sure of and then match remaining items through the process of elimination. Check instructions before starting: Can any of the "answers" be used more than once?

T-F

tests require students to identify statements as true or false. Students shouldn't try to read too much into a statement before judging it. They should watch for key words like **always, never** or **only** which often are used to make a statement false.

And another thing ... about open-ended tests. Students should know the amount of space or the number of writing lines available for their answers does not indicate how long their answers should be. The content, organization, grammar and perhaps handwriting are what are important; not length. It's quality not quantity that counts!



Four to go

What have students learned?

After you've covered the ideas in this Guide with your students, you may want to find out what they've learned. The true-false quiz on page 15 wil' help do this. If your students took this quiz as a pretest, let them see what they've learned by having them compare those earlier results with their post-test results. In addition, you can use the post-test results to decide whether or not you should spend more time on these mechanics.

Practice makes perfect

Students now need the opportunity to practice their test-taking skills. One way to do this is to incorporate some of the features of commercial tests into your classroom tests. Another way is to give a practice test. Two practice tests are included in this Guide starting on page 16--one for elementary students and one for secondary students. These tests cover some of the ideas presented earlier. Also included are answer sheets, test administration instructions and answer keys.

Read all of the administration information before giving the test to the students. These tests have been provided as a tool for you to use in any way that best meets your needs. For example, the entire test does not have to be given if you would rather leave out specific questions.

And another thing• • • The major points covered by this section of the Guide have been summarized in the sheet, "Students, take note." It should be copied and given to students so they can refer to it whenever faced with a major test.

Working with parents

Most parents want to help their child do well in school and develop good study habits. Some parents already are helping and supporting their child's educational efforts. Others, however, are unsure of what to do to help their child. These parents need specific suggestions and guidance.

A sample letter (below) and a sheet (page 12) of simple, straightforward ideas for parents are included here. You can adapt these to fit your particular situation and then send them directly to parents.

Some parents want concrete suggestions for helping their child learn specific things. You probably have many such ideas you can share with parents. A selected list of pamphlets, brochures and booklets targeted for parents is provided on page 34. The list is not exhaustive, nor are these particular publications endorsed by the Michigan Department of Education. Price information is available from the publisher.

Another source of information for parents is your local library. There have been several books published recently to help parents use television to help their children. Why not see what is available from your library; don't hesitate to suggest that some books be ordered, if necessary.

The Department will be preparing materials and procedures specifically for working with parents. It is hoped these will be available in the spring of 1982.

Sample parent letter

Dear Parent:

Most things children learn, they learn at home or in school. Children do their best in school when parents and teachers work together. Your child will learn more in school with your help. Enclosed is a list of things you can do at home to see that your child gets the most out of going to school. If you would like more ideas or have questions about these, please call me at _____ and I'll be glad to talk with you.

Sincerely,

Teacher's Name

Parents, take note

When a test is to be given, you can help by making sure your child...

- gets plenty of sleep the night before the test;
- has breakfast on the morning of the test;
- goes to school on the day of the test; and,
- knows you think he/she will do well on the test.

Other things you can do to help your child learn at home

In general

- Be interested. Ask what happened today in school.
- Ask to see your child's school papers.
- Talk with and listen to your child. Ask each other questions and share experiences.
- Visit stores, museums, festivals, etc., with your child and talk about them.
- Go to parent-teacher conferences.
- If you think a good education is important, let your child know that.
- Get to know your child's teacher.
- Tell your child that it is OK to ask the teacher questions.

Homework

- When your child has homework to do, make sure it gets done.
- Plan a time and a place in your home for your child to study.
- Have your child sit at a table or desk with good light when he/she studies, not in front of the TV.
- If your child never brings work home, find out why.

Books

- Encourage your child to bring books home from school to read.
- Take your child to the public library.
- Ask your child to read aloud to you.

Television

- Know how long your child watches TV. Don't be afraid to turn the set off sometimes!
- Know what your child watches on TV. Discuss the programs together. (What was the show about? What are the characters' names? What happened first? How did the show end? What might have happened instead? Could it happen in real life?, etc.)
- Make dinner time a time to talk by not watching TV.

Staff preparation for testing

Even when you have prepared students to be better test takers and are working to involve parents in their child's education, your task is still not complete! You, too, need to prepare yourself to give tests. The following is a list of things for staff to do to "be prepared." (If students only knew!)

Preparing yourself

- ☐ Review the test and the administration manual. Be especially familiar with the directions for students.
- ☐ Make sure you have enough test booklets, answer sheets, scratch paper and pencils.
- ☐ Know which students are to be tested.
- ☐ Decide what you will do with students who come late (a tardy room with an alternative testing schedule?) and with students who finish the test early (perhaps provide books, magazines, newspapers or appropriate assignments).
- ☐ Know the dates of testing and make-up testing.
- ☐ Be positive about the testing.

Setting the time

- ☐ Try to avoid testing on Monday morning and Friday afternoon.
- ☐ For untimed tests, schedule enough time for all students to finish the test. Remember test fatigue, and don't schedule any one test session for longer than one hour.
- ☐ Elementary students should be limited to one one-hour session per day while older students may be able to handle two sessions per day--one in the morning and one in the afternoon.
- ☐ Have students go to the lavatory before testing starts.

Preparing the place

- ☐ Provide students with comfortable seats with smooth, hard, writing surfaces large enough for a folded test booklet and an answer sheet.
- ☐ Seat students so that they are not able to easily see the answers of others.
- ☐ Make sure you will be heard clearly by all students.
- ☐ Decide if you need proctors to assist you and the students.
- ☐ Test in a room that has good lighting, adequate ventilation and is free of noise and interruptions.
- ☐ Arrange for rooms well before the test is to be given. Students' regular classrooms should be first choice.
- ☐ Test in classroom-size groups, when possible.

Students, take note

Here are some very helpful test taking hints on

- getting ready physically and mentally;
- making the best use of your time;
- making fewer mistakes;
- guessing; and,
- more!

Getting ready... physically and mentally

☐ Get plenty of sleep the night before the test. "Cramming" won't help.

☐ Don't take a test hungry. Eat your breakfast or lunch.

☐ Be on time and alert.

☐ Put everything else out of your mind and think only of doing your best.

☐ Dress comfortably.

☐ If you wear glasses, be sure you have them and wear them!

Making the best use of your time

☐ If the test is timed, don't rush but don't dally, either.

☐ Answer the easy questions first.

☐ If you're stumped by a question, go on with the test and come back to it later.

☐ Make a note on scratch paper of the questions you want to go back to so you can find them easily.

☐ If you finish early, check over your answers.

Making fewer mistakes

☐ Read all directions. Understand what you're supposed to do.

☐ Ask the person giving the test for help if you don't understand the directions.

☐ Read questions carefully and ALL of the answer choices.

☐ BE SURE the question number in the test is the same as where you mark your answer on the answer sheet.

Guessing

☐ You should guess if you don't know the answer.

☐ Try to eliminate some of the answer choices as wrong; this increases your chances of guessing the correct answer.

☐ Don't make wild guesses; your choice should at least be reasonable.

Miscellaneous tips

☐ Don't panic! Tackle each question one at a time rather than thinking about the whole test at once.

☐ Use relevant content information from other test questions where possible.

☐ Don't score yourself as you take the test.

☐ Trust your first answer but change an answer if you feel you must.

☐ Remember, there will be no pattern of correct answer choices.

What would you do?

Read each statement carefully; decide whether each is true or false. To indicate your answer, circle "T" for true and "F" for false.

T F 1. Test questions should be answered in the order they appear no matter how long it takes for each answer.

T F 2. If there is time left after finishing a test, you shouldn't review your answers, even those you weren't sure of.

T F 3. It will save a lot of time if you don't read the directions given within the test. It's easy to figure out what to do without reading the directions.

T F 4. If there is a time limit on the test, it's okay to spend as much time as necessary on each question.

T F 5. If you're not sure of an answer, it's usually best to guess.

T F 6. With a multiple-choice question, you don't need to read all the possible "choices" before answering.

T F 7. After answering each question, it's a good idea to make sure you have marked the answer you meant to mark.

T F 8. Partial knowledge can sometimes help to eliminate some answer choices.

T F 9. When you're not sure of the answer to a question, you can sometimes eliminate choices because they are absurd, or don't have anything to do with the question.

T F 10. Sometimes information in one question can help answer another question.

T F 11. The more nervous you are while taking a test, the better your chances of getting a good score.

T F 12. You are in the testing room. Your teacher has just explained about taking the test and asks, "Are there any questions?" You should not ask questions if no one else does.

T F 13. Suddenly you realize that you marked the answer to question 25 opposite number 26 on your answer sheet. This means that you probably skipped an answer somewhere and you should go back to find where.

Answers: 1-F, 2-F, 3-F, 4-F, 5-T, 6-F, 7-T, 8-T, 9-T, 10-T, 11-F, 12-F, 13-T

Practice tests

General information

Most of the questions on the practice tests illustrate principles discussed earlier in the Guide. The answer key for each test provides not only the correct answer for each question, but also identifies the test-taking principle each question relates to, and cites the page number of the discussion. Some of the questions were included to make the test long enough for students to practice gridding accurately and other general test-taking skills. These questions have "None" under the column labeled, "Test-Taking Principles."

After students have taken the practice test, be sure to review it with them. Special attention should be paid to those questions illustrating a principle. Use your own words to expand the concepts, as needed. This test can serve as a reminder to students to read all answer choices before marking an answer, to make sure the number of the test question matches the number on the answer sheet, etc.

Administration directions (for either test)

The following directions are for completing the identification information required on the answer sheet and for administering either practice test. Instructions to the students are printed in *italics* and preceeded by, "SAY." They are to be read aloud exactly as written. Instructions to the teacher are not italicized and are not to be read aloud. The symbol, ****, means to pause briefly. Read the directions in a normal voice; adjust your pace as necessary. If students don't need to practice gridding their name, etc., proceed to ●●.

Print the following information on the chalkboard (or use an overhead projector) so that students can copy it onto their answer sheets:

Teacher Name _____

School Name _____

SAY *Today we are going to take a test to help you practice some of the test-taking ideas you have learned. I am going to give you a test, an answer sheet and a pencil. You must mark your answers on the answer sheet. Do not start the test until I tell you to. Please do not talk until everyone is finished with the test.*

Distribute a test, answer sheet and No. 2 pencil to each student. Hold up an answer sheet (or use an overhead projector) showing the area where the name grid is located.

SAY *There are 11 boxes under the words, "Last Name." You are to print your LAST name starting with the left box. Print one letter of your last name in each box. If your name has more than 11 letters, print only the first 11 letters.* ****Be sure each student has finished this correctly.

SAY *Next to the 11 boxes are six more boxes under the words, "First Name." In these six boxes print the first six letters of your FIRST name.* ****In the empty box under the letter "M," print your middle initial if you have one.* ****

Now you must "grid" your name. To do this, find the first column of circles lettered from A to Z. This is the column below the box in which you printed the first letter of your last name. ****Find the circle with the same letter in it as the one you printed. Blacken that circle.* ****For example, if your last name begins with "R." you have printed "R" in the first box. Go down the column of circles until you find an "R." Blacken that circle. Now do the same thing for each column that has a letter of your name printed above it. If you have not printed a letter at the top of a column, fill in the empty circle in that column.* ****

Next, blacken the circle that tells if you are a male or a female. ****Next you will grid the MONTH and YEAR of the date of your birth. Find the section headed, "Date of Birth." Under the column headed, "Month," find the month in which you were born and blacken the circle next to that month.* ****Now, under the column labeled, "Year," find the circles of the year in which you were born and blacken those circles.* ****

Here I have printed my name and the name of the school. Please print these on the lines marked, "Teacher Name" and "School Name." *****

●● *We are now ready to start the test. Be sure to mark all of your answers on your answer sheet. Make all your answer marks heavy and black. Mark only one answer for each question. If you need to change any of your answers, be sure to erase your first answer completely.*

Always compare the number of your test question with the number of your answer space--they should be the same! For some of the questions you won't need all of the answer spaces on your answer sheet, so be sure to mark the proper space. Try to answer each question on the test, but if there are some questions you can't answer, you should make a good guess and go on to the next question. Take your time and do your best. We'll go over the test after everyone has finished.

Read each question carefully then choose the best answer. You may now begin.

Elementary level practice test

DIRECTIONS: Choose the BEST answer.

1. If you want to get information about being an actress or actor, you should:

   A. try out for the school play.

   B. put on makeup.

   C. sell tickets.

   D. learn how to walk gracefully.

2. Raincoat, boots, and umbrella are needed when it is:

   A. snowing.

   B. sunny.

   C. windy.

   D. raining.

3. You see someone in trouble in the swimming pool. Who is the **BEST** person to ask for help?

   A. an older child

   B. the lifeguard

   C. a parent

   D. your classroom teacher

4. On what day do we celebrate America's freedom from England?

   A. Labor Day

   B. Chinese New Year

   C. Thanksgiving

   D. Fourth of July

5. I help children learn in school. Who am I?

   A. teacher

   B. police officer

   C. lawyer

6. Who was the only American President ever to resign and leave office before his term was over?

   A. George Washington

   B. William Taft

   C. Franklin Roosevelt

   D. Richard Nixon

7. You are walking home from school and see smoke coming from a house. The first thing you should do is

   A. sit and watch the smoke.

   B. run and get friends to watch.

   C. run to the house to see who is home.

   D. call the fire department.

8. Most flowers come from seeds.

   A. True

   B. False

9. Which food is bad for your teeth?

   A. fruits

   B. vegetables

   C. candy

   D. meat

DIRECTIONS: Read the story. Choose the BEST answer to each question about the story.

No one plants weeds, but they grow and grow and grow. You can pick them, pull them up by the roots, or crush them with your feet. You can chop off their heads with a lawn mower. It seems you can do just about anything to these plants and they survive to blossom again.

Not only do weeds survive harsh treatment, but their heads pop up everywhere. They grow all over the United States, in Western Europe, and can even be found in parts of Asia.

These wonder plants we call weeds can grow in dry soil, in moist soil, and will even grow in soil under the blacktop on a playground.

Since the invention of the lawn mower, people have tried to get rid of weeds. Each week they slice off their leaves and flowers. But no matter how often they mow them down, weeds continue to appear and reappear.

10. When people mow weeds, the weeds

    A. die.

    B. get bugs.

    C. grow back.

    D. change color.

11. What is this story about?

    A. eating weeds

    B. selling weeds

    C. planting weeds

    D. getting rid of weeds

12. The author wants to convince you that weeds

    A. are good to eat.

    B. are hard to grow.

    C. grow only in dry soil.

    D. are hard to destroy.

DIRECTIONS: Choose the BEST answer.

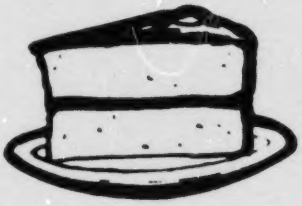
13. Which of the objects pictured below is **HOTTEST?**

A.

B.

C.

D.



14. Mike is going to bake cookies. What would be **MOST** important to know?

    A. how to follow the recipe

    B. what kinds of cookies he has at home

    C. how to find the cookie jar

    D. when to share the cookies with friends

15. If you had a bad toothache, who could help you?

    A. dentist

    B. farmer

    C. secretary

    D. doctor

16. If you want to get information about being a mail carrier, you should:

    A. mail a letter.

    B. buy stamps at the post office.

    C. have a mail carrier visit your classroom.

    D. write a letter to your grandmother.

17. Who was the famous black scientist who found many uses for the peanut?

    A. George Washington Carver

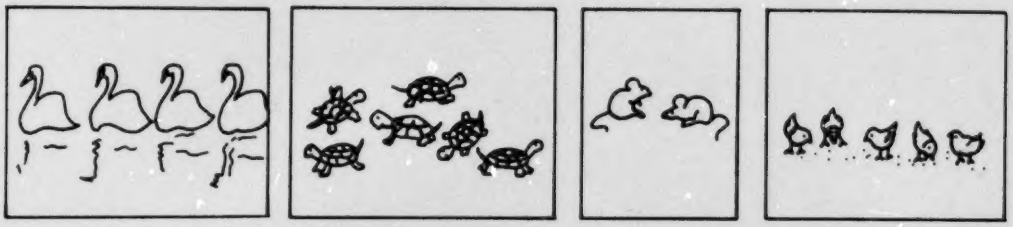
    B. Madam Curie

    C. Richard Nixon

    D. Betsy Ross

DIRECTIONS: Choose the BEST answer.

18. Which set has the **MOST** animals?



A. B. C. D.

19. You want to learn how to write a song. Who is the **BEST** person to ask for help?

A. the librarian

B. the music teacher

C. the principal

D. the art teacher

20. Choose the action that could keep you safe when swimming.

A. Swim by yourself.

B. Yell "help" when you don't need it.

C. Swim only where a lifeguard is watching.

D. Swim on a stormy day.

21. Which of the following workers tells us what is going on in the world?

A. firefighter

B. TV news reporter

C. librarian

D. TV repair person

STOP

LAST NAME	FIRST NAME	M

BIRTH DATE	
MONTH	YEAR
JAN	1962
FEB	1963
MAR	1964
APR	1965
MAY	1966
JUN	1967
JUL	1968
AUG	1969
SEP	1970
OCT	1971
NOV	1972
DEC	1973

SEX ○ Male ○ Female

TEACHER NAME

SCHOOL NAME

22

MARK YOUR ANSWERS IN THE OVALS BELOW.

1 A B C D	8 A B C D	15 A B C D
2 A B C D	9 A B C D	16 A B C D
3 A B C D	10 A B C D	17 A B C D
4 A B C D	11 A B C D	18 A B C D
5 A B C D	12 A B C D	19 A B C D
6 A B C D	13 A B C D	20 A B C D
7 A B C D	14 A B C D	21 A B C D

27

Elementary level answer sheet

28

Elementary level practice test
Answer key

Item No.	Correct Answer	Test-Taking Principle(s)
1	A	None.
2	D	None.
3	B	"Best" is a key word (p. 7).
4	D	A hard question for many students. Eliminate choices through careful thought, educated guessing (pp. 6 and 8).
5	A	Three answer choices--four response ovals. Grid carefully (p. 2).
6	D	Students probably didn't know the answer. Ask how many skipped this and came back. Practice in accurate gridding (pp. 2 and 8).
7	D	None.
8	A	True-false question. Two answer choices--four response ovals. Grid carefully (p. 2).
9	C	None
10	C	New directions--read carefully. Reading passages (p. 7).
11	D	Reading passages (p. 7).
12	D	Reading passages (p. 7).
13	B	Question using a picture. Practice with a different item type.
14	A	"Most" is a key word (p. 7).
15	A	None.
16	C	Answer choices can be eliminated by educated guessing. Discuss why some possibilities would not provide good information (pp. 6 and 8).
17	A	Students probably didn't know the answer and had to skip this question. Ask how many skipped this. Practice in accurate gridding and educated guessing (pp. 6 and 8).
18	B	Question using a picture.
19	B	"Best" is a key word (p. 7).
20	C	None.
21	B	None.

NOTE: Many of these points also are covered in "Students, take note" (p. 14).

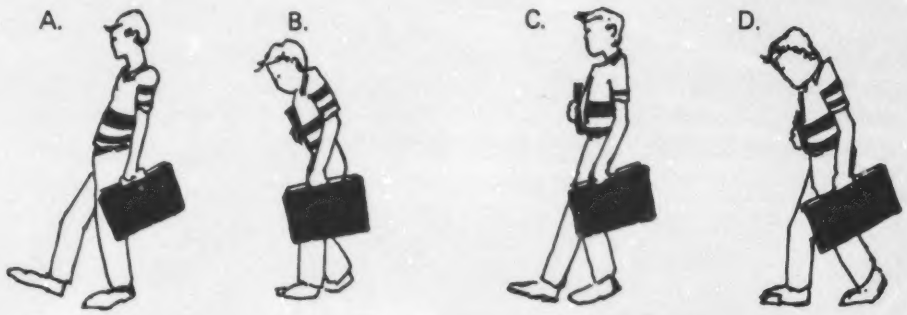
Secondary level practice test

DIRECTIONS: Choose the BEST answer.

1. Lawyers help people deal with the laws of a city, state, or nation. They help people in matters where the law is concerned, such as in making wills. Some lawyers work with people who break the law. Other lawyers give advice to companies. People need lawyers because laws are sometimes hard to understand. Lawyers do **NOT** need

   A. to read well.
   B. to speak well.
   C. to be interested in other people.
   D. to be physically strong.

2. Which picture shows the best walking posture?



3. The growth of large cities in the United States has had both positive and negative effects on people. Which one of the following is an important **POSITIVE** effect of large cities?

   A. They provide crowded housing conditions for many of the people.
   B. They provide traffic conditions which are difficult to control.
   C. They provide areas with higher crime rates.
   D. They provide many different kinds of jobs in one area.

4. Which one of the following sources gives a **PERSONAL** viewpoint about what a job is like?

   A. an encyclopedia article
   B. a company report on wages and working conditions in that job
   C. a talk with someone who works on that job
   D. a history of how that job developed over time

DIRECTIONS: Item 5 gives a topic and four sources of information about it. Pick the **BEST** source of information about it. Mark your answer on your answer sheet.

5. Best route for a car trip through Canada:

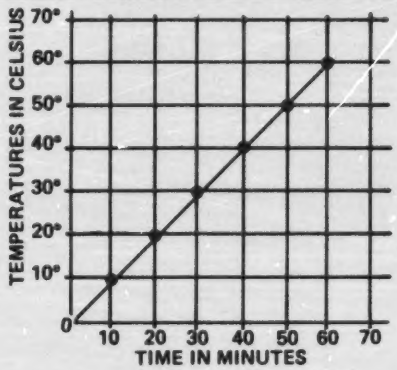
   A. any Canadian citizen

   B. a magazine

   C. road atlas of Canada

   D. world atlas

DIRECTIONS: Below is a graph showing how the temperature of water changes as it is heated. Use this graph to answer question 6.



6. From the information given in the graph, select a rule which describes the changes.

   A. The water will increase 15° in temperature for every 10 minutes of heating.

   B. The water will increase 10° in temperature for every 10 minutes of heating.

   C. The water will decrease in temperature for every 5 minutes of heating.

   D. The length of heating time will not affect the temperature of the water.

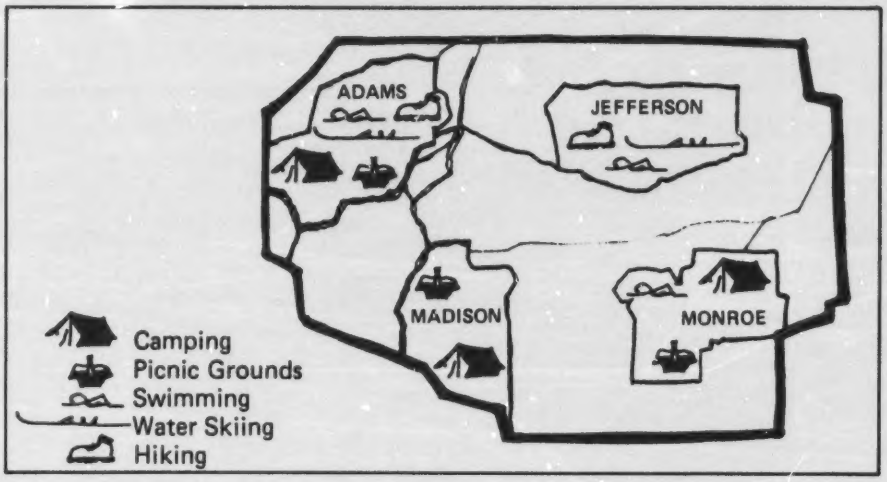
DIRECTIONS: Some occupations <u>produce goods</u>, while other occupations <u>provide a service</u>. Look at the occupation in item 7 and decide whether that occupation produces goods or provides a service. Mark your answer on your answer sheet.

7. A taxi driver

   A. produces goods.

   B. provides a service.

DIRECTIONS: Below is a map of the parks in one county. The key indicates the things you can do at each park. Use the map and key to answer item 8.



8. The Sanchez family includes three children. On their vacation they want to go to the park that has the most activities. Which one should they choose?

   A. Adams
   B. Jefferson
   C. Madison
   D. Monroe

DIRECTIONS: Choose the **BEST** answer.

9. As a student in your school you have rights and responsibilities. Do you have the right to choose what grade in school you want to be in?

   A. yes
   B. no

10. If a person's clothing catches fire, the best thing to do is:

   A. run for the nearest water supply.
   B. run for the fire extinguisher.
   C. call for help and run.
   D. roll over and over.

11. What is the most common cause of tooth loss after age 25?

   A. tooth decay
   B. gum disease
   C. accidents
   D. old age

12. If your friend smokes a pack of cigarettes each day and quits, your friend will likely be healthier.

   A. yes
   B. no

13. Which one of these statements shows the effect of **ENVIRONMENT?**

A. Richard Gaven was born with large feet and long fingers.

B. Nancy Konrad was born poor but became rich later in life.

C. Tom Vandersalm was born with brown eyes and brown hair.

D. Sally Laurence was born with very good eyesight and hearing.

14. Which one of the following statements shows the effect of **ENVIRONMENT?**

A. Eliza Zaire is a dark-skinned woman from the midwest.

B. Nils Anderson is a light-skinned man from Norway.

C. Amy Appel is a friendly girl from Detroit.

D. Franz Franks is a dark-haired, fair-skinned boy from New York.

15. Which of the following statements shows the effect of **HEREDITY?**

A. Walter Notti wears heavy clothes in the wintertime.

B. Linda Simpson wears suntan lotion to protect her light skin.

C. Cindy McCallum wears blue jeans every day to school.

D. Laura Nesbitt wears safety glasses to protect her eyes in shop class.

16. Nancy wants to fix the flat tire on her bicycle but does not know how. Would a book about bicycle repair help Nancy learn to fix the tire?

A. yes

B. no

DIRECTIONS: Have you ever thought about the way people feel when they are talking to each other? The next question will ask you about this. Read the conversation and decide which of the statements that follows is true. Mark the **BEST** answer to the question on your answer sheet.

---

17. Hazel says to Janet, "You're better at science that I am. Will you help me study for the test tomorrow?" Janet says, "Yes, I'd be glad to help you."

A. Janet cares about Hazel.

B. Janet doesn't care about Hazel.

DIRECTIONS: Read the passage and answer the questions which follow.

A starfish isn't a star and it isn't a fish. When a starfish gets hungry, it doesn't put its food into its stomach. It puts its stomach into its food.

The starfish lives in the ocean, but it doesn't swim. It crawls along the ocean floor, using hundreds of tiny feet. Where are its feet? You'll never guess--on its arms! Along the underside of its arms, the starfish has two rows of feet. The bottom of each foot looks like a tiny cup. Each cup works something like the rubber cup at the tip of a toy arrow. The cups anchor the starfish to whatever its feet touch.

The starfish also uses its feet to help eat clams and oysters. It stretches its arms and wraps them around a clam. The starfish pulls so hard that the clam's shell begins to separate. Quickly, the starfish opens its mouth and a strange thing happens. It pushes its stomach into the clam! After the starfish eats the clam's soft parts, it pulls its stomach back inside and crawls away.

18. The starfish wraps itself around clams to:

A. eat the clam shell.

B. clean the clam shell.

C. make friends with the clam.

D. make the clam shell separate.

19. This article is about

A. fish.

B. clams.

C. oceans.

D. starfish.

DIRECTIONS: Choose the **BEST** answer.

20. What kind of map would you use to find out where large numbers of people live in Europe?

A. product map

B. rainfall map

C. road map

D. population map

21. Susan wants to learn to speak French. Which would be the BEST way for her to learn?

A. go to French movies at night

B. read stories written in French

C. take a course in French

D. collect records by French singers

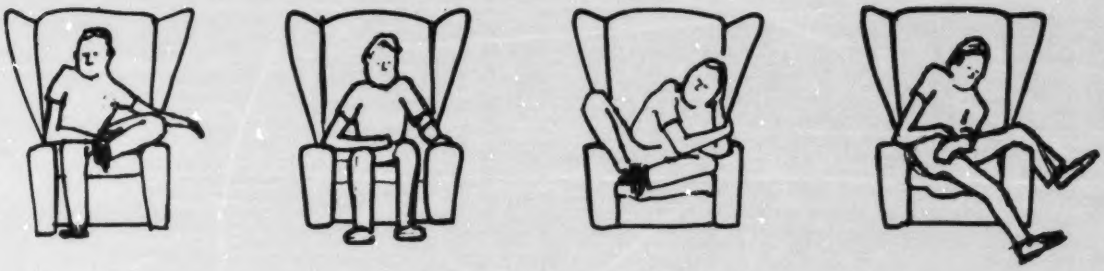
22. If your friend offered you a drink out of his/her bottle, you should

A. drink it.

B. say, "no thanks."

23. Which student is using good posture?

A. B. C. D.



DIRECTIONS: Read the paragraph and answer the questions.

Many years ago, the Hill and Carver families lived next to each other in Boston. The two families decided to travel together by covered wagon from Boston to the West. They both moved west because they expected to settle on a good piece of land. When the families arrived at their destination, they were disappointed. They found many things that made life difficult. The land was hilly and covered with large trees. Huge boulders blocked the path for their wagons. The soil was rocky and not suitable for the crops they wanted to grow. After a year out west, the Carvers finally decided to return to Boston. The Hills stayed on as pioneers.

24. How were the two families **MOST ALIKE** after the Carvers returned to Boston?

A. in the kind of work they did for a living

B. in their need for good shelter

C. in the kind of clothing they could buy

D. in the kind of food they ate

25. How were the two families **MOST DIFFERENT** after the Carvers returned to Boston?

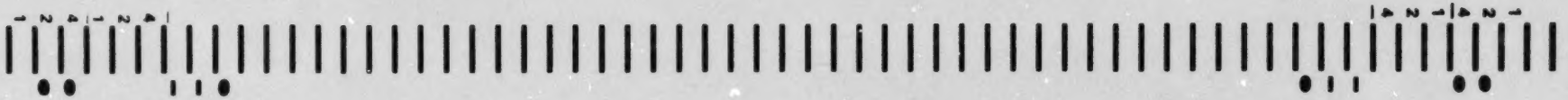
A. in their need for warm clothing in cold weather

B. in their need for good housing

C. in their need for wild animals and berries to eat

D. in their need for good friends

STOP



LAST NAME	FIRST NAME	M

30

BIRTH DATE	
MONTH	YEAR
JAN	1962
FEB	1963
MAR	1964
APR	1965
MAY	1966
JUN	1967
JUL	1968
AUG	1969
SEP	1970
OCT	1971
NOV	1972
DEC	1973

SEX ○ Male ○ Female

TEACHER NAME

SCHOOL NAME

MARK YOUR ANSWERS IN THE OVALS BELOW.

1 (A) (B) (C) (D)	7 (A) (B) (C) (D)	13 (A) (B) (C) (D)	19 (A) (B) (C) (D)
2 (A) (B) (C) (D)	8 (A) (B) (C) (D)	14 (A) (B) (C) (D)	20 (A) (B) (C) (D)
3 (A) (B) (C) (D)	9 (A) (B) (C) (D)	15 (A) (B) (C) (D)	21 (A) (B) (C) (D)
4 (A) (B) (C) (D)	10 (A) (B) (C) (D)	16 (A) (B) (C) (D)	22 (A) (B) (C) (D)
5 (A) (B) (C) (D)	11 (A) (B) (C) (D)	17 (A) (B) (C) (D)	23 (A) (B) (C) (D)
6 (A) (B) (C) (D)	12 (A) (B) (C) (D)	18 (A) (B) (C) (D)	24 (A) (B) (C) (D)
			25 (A) (B) (C) (D)

Secondary level answer sheet

Secondary level practice test

Answer key

Item No.	Correct Answer	Test-Taking Principle(s)
1	D	Read question carefully (p. 8). "Not" is a key word (p. 7).
2	C	Question using a picture.
3	D	"Positive" is a key word (p. 7). Read all answer choices (p. 8).
4	C	"Personal" is a key word (p. 7).
5	C	New directions--read carefully. "Best" is a key word (p. 7).
6	B	Question using a graph. New directions--read carefully.
7	B	New directions--read carefully. "Produce goods" and "provide a service" are key phrases (p. 7). Two answer choices--four response ovals. Grid carefully (p. 2).
8	A	New directions--read carefully. Question using a map.
9	B	Two answer choices--four response ovals. Grid carefully (p. 2).
10	D	"Best" is a key word (p. 7). Read all answer choices (p. 8).
11	B	Students probably didn't know the answer, skipped this and came back to it. Ask how many did this. Practice in accurate gridding (p. 2) and educated guessing (p. 6).
12	A	Two answer choices--four response ovals. Grid carefully (p. 2).
13	B	"Environment" is a key word (p. 7).
14	C	"Environment" is a key word (p. 7).
15	B	"Heredity" is a key word (p. 7). Caution students about developing a set mind when answering questions 13 - 15. They may get 15 wrong because they read or think "environment" instead of "heredity" when they get to it. Read each question carefully (p. 8).
16	A	Two response choices--four response ovals. Grid carefully (p. 2).
17	A	New directions with "best" as a key word (p. 7). Two answer choices--four response ovals. Grid carefully (p. 2).
18	D	New directions--read carefully. Reading passages (p. 7).
19	D	Reading passages (p. 7).
20	D	None.
21	C	"Best" is a key word (p. 7).
22	B	Two answers--four response ovals. Grid carefully (p. 2).
23	B	Question using a picture.
24	B	"Most alike" is a key phrase (p. 7). Reading passages (p. 7).
25	C	"Most different" is a key phrase (p. 7). Reading passages (p. 7).

NOTE: Many of these points also are covered in "Students, take note" (p. 14).

Multiple-choice practice exercise

Put the following question on the chalkboard or copy and give to students:

"Which would be the BEST source of information about current trends in occupations?"

A. **encyclopedia**
B. **local newspaper**
C. **Dictionary of Occupational Titles (D.O.T.)**
D. **Occupational Outlook Quarterly (O.O.Q.)**

The key word "BEST" in the question indicates that all of the answer choices are probably reasonable. However, one of the four choices will be superior to the other three and that is the one we need to identify.

Note that another key word in the question is "current." Now we know we are looking for a source of information that is updated frequently--a source that reflects the present.

Let's examine each answer choice:

A. **encyclopedia.** An encyclopedia is a source of information published in book form. It is expensive to print and revised editions are published infrequently. An encyclopedia might tell about specific occupations, but probably not about occupational "trends." Therefore, because the encyclopedia is not truly current and rarely provides information on trends, we reject "A."
B. **local newspaper.** Local newspapers occasionally print articles about current occupational trends. However, such articles are usually general in nature and not comprehensive. Also, these articles are printed on an irregular basis and may not appear when we're looking for such information. Consequently, although a local newspaper is a possible source, it is probably not the "BEST" source and we reject "B."
C. **Dictionary of Occupational Titles (D.O.T.).** Most students probably don't know what this is since it is used mostly by guidance counselors and vocational education specialists. However, most students know what a dictionary is so they should expect the D.O.T. to be an alphabetically arranged list of titles relating to occupations. This choice also suffers from the same kind of limitation as the encyclopedia. Therefore, because dictionaries are only revised infrequently, and because "occupational titles" are not our subject of interest, we reject "C."

This leaves only "D." Even though it looks as if the correct answer must be "D," we should give it some consideration anyway.

D. **Occupational Outlook Quarterly (O.O.Q.).** Again, this may be a publication which students aren't familiar with. However, the word "Outlook" suggests an examination of the current state of things and perhaps a prediction of how things will continue to develop (current trends). The word "Quarterly" suggests this is published four times a year and would thus present continually updated information about current trends in occupations.

When you have finished the exercise, remind students that this is the type of process to use when answering any multiple-choice question.

Key question words*

This activity will help you answer more test questions correctly by reminding you of the meaning of some key question words. Write the letter of the phrase in Column II that best completes each sentence in Column I.

COLUMN I	COLUMN II
1. *Who* is a word that means_____	a. the time or sequence in which something happened
2. *What* is a word that means_____	b. one selected from two or more choices
3. *When* is a word that means_____	c. the reason, cause, or purpose something happened
4. *Where* is a word that means_____	d. the manner or way something is done
5. *Which* is a word that means_____	e. description of a thing, event or circumstance, etc.
6. *Why* is a word that means_____	f. a location or place
7. *How* is a word that means_____	g. the name or description of a person

Answers: 1-g, 2-e, 3-a, 4-f, 5-b, 6-c, 7-d

*Turning on to Testing: Teacher Guide. Detroit Public Schools, Department of Research and Evaluation, In-service Test Development, pp. 5-5b.

Brochures and pamphlets for parents

1. Advisory Services
   The Psychological Corporation
   Chicago, Illinois 60648
   Some Things Parents Should Know About Testing (4-page folder)
   Test Service Notebook 34

2. Citizens Research Council of Michigan
   500 Guardian Building, South
   Detroit, Michigan 48226
   Evaluating the Educational Outcomes of Your Local Schools (36-page booklet)
   Also available from: Michigan Department of Education
   MEAP
   P. O. Box 30008
   Lansing, Michigan 48909

3. Consumer Information Center
   Department B
   Pueblo, Colorado 81009
   Your Child and Testing (520J) (36-page booklet)

4. CTB/McGraw-Hill
   Del Monte Research Park
   Monterey, California 93940
   Parents' Guide to Understanding Tests (12-page booklet)

5. Houghton Mifflin Company
   Richard F. Short, Sales Representative (313) 663-7124
   1155 Glen Leven
   Ann Arbor, Michigan 48103
   a. Your Child and Reading: How You Can Help (15-page booklet)
      Also available in Spanish: Su Nino Y La Lectura
   b. Your Child and Mathematics (14-page booklet)
   c. Your Child and Science: How You Can Help (17-page booklet)
   d. The What & Why of Beginning Reading (9-page booklet)
   e. 50 Ways to Raise Bookworms (12-page pamphlet)
   f. Primer for Parents: How Your Child Learns to Read (31-page booklet)

6. International Reading Association
   800 Barksdale Road
   Newark, Delaware 19711
   a. Good Books Make Reading Fun for Your Child (3-fold pamphlet)
   b. Your Home Is Your Child's First School (3-fold pamphlet)
   c. You Can Encourage Your Child to Read (3-fold pamphlet)
   d. You Can Use Television to Stimulate Your Child's Reading Habits (3-fold pamphlet)
   e. Summer Reading is Important (3-fold pamphlet)
   f. How Can I Get My Teenager to Read? (#871) (booklet)
   g. How Can I Help My Child Learn to Read English As A Second Language? (booklet)
      Also available in Spanish.
   h. How Can I Encourage My Primary Grade Child to Read? (# 875) (booklet)
   i. Why Read Aloud to Children? (#877) (booklet)
   j. How Can I Help My Child Build Positive Attitudes Toward Reading? (#879) (booklet)

7. Michigan Education Association (517) 332-6551
   Public Affairs Division
   1216 Kendale Boulevard
   P. O. Box 673
   East Lansing, Michigan 48823
   a. Homework: It Can Help (3-fold pamphlet)
   b. The Question of TV Viewing and Children (3-fold pamphlet)

8. Michigan Reading Association
   P. O. Box 7509
   Grand Rapids, Michigan 49510
   a. Parents: Help Your Child to Read Better (2-fold pamphlet)
   b. Parent In-Service Guide (a kit designed to prepare staff to work with parents)

9. National Committee for Citizens in Education
   Wilde Lake Village Green Suite 410
   Columbia, Maryland 21044
   Dyer, Henry S., Parents Can Understand Testing (103-page booklet)

10. National School Public Relations Association
    1801 North Moore Street
    Arlington, Virginia 22209
    a. A Parent's Guide to Standardized Aptitude and Achievement Testing
       (#411-13390) (15-page booklet)
    b. A Parent's Guide: Helping Your Child Learn (#411-13398) (15-page booklet)

11. Northwest Regional Educational Laboratory (503) 248-6800
    710 S. W. Second Avenue
    Portland, Oregon 97204
    Educational Testing Facts and Issues: A Layperson's Guide to Testing in the Schools
    (50-page booklet)

12. Parent Readiness Education Project (PREP)
    Diane K. Bert
    Redford Union School District
    18499 Beech Daly Road
    Detroit, Michigan 48240
    Ready, Set, Go (Primarily for preparing children for kindergarten) (40-page booklet)

A guide to test taking as easy as . . .

One for the money . . .

- Find out what students already know about test taking
- Relieve student fears
- Provide students with time management tips
- Discuss with students the mechanics of test taking including proper marking of answer sheets

Two for the show . . .

- Discuss the "what, why and how" of testing with students
- Remind students how to prepare physically and emotionally for test taking

Three to get ready . . .

- Go over problem-solving strategies with students
- Help your students recognize key test words
- Familiarize your students with the different types of tests

Four to go . . .

- Now that you've prepared your students, find out how much they've learned about test taking
- Have your students practice test-taking skills
- Provide students with test-taking reminders
- Remember to keep parents informed about testing
- and, last but not least . . . Prepare yourself!

With the information in this publication, you can better prepare yourself and your students for successful test taking. Good luck!